# **Disposition:** Appreciating Beauty

## **Lesson:** One

### Question/LO: How do we respond to something beautiful?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | What kind of things can be beautiful? Ask pupils to think of a range of things people describe as beautiful and create a mind map around the word “beauty”. This might include places, images, music, people, tender moments, relationships.  Ask pupils to share some responses, take the opportunity to emphasise responses that are not just about things that can been seen.  Produce a list of words that the pupils think is beautiful. These don’t need to be about beauty but might be onomatopoetic, alliterative or simply interesting e.g. serendipity. What do pupils like about the words they have chosen? Can each pupil choose one beautiful word and record it so you can have a long ‘voice message’ of beautiful words for your class? (If there is a parallel class, the two can be compared subsequently).  Discuss with pupils how the poems are written to express the poet’s reactions and feelings much as rappers or pop stars write things today. | n/a |
| Learning about religious traditions and non-religious world-views | Watch the film clip. People of faith appreciate beauty in the world, but does it have extra significance to them? We explore with a Sikh, Muslim, Jew, Christian, Buddhist, and Hindu.  Activity  Can pupils recall the different things that each of the believers found beautiful?  Was there any overlap between them?  Were there any responses that could be linked?  How do the responses help people in the film to worship God?  How did the response of the people in the film compare with pupils’ response from earlier one?  Would pupils want to add anything to their mind map?  Finally explain that people often express their thoughts about God in words which some people find beautiful. | A video will download with this lesson  KS2\_Y6\_Unit\_10\_Su\_Wk\_01\_of\_03\_R123\_video\_appreciatng\_beauty\_v1 |